



## BROCKMAN ELEMENTARY

2245 Montclair Dr.  
Columbia, SC 29206

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	321 Students	
<b>Principal</b>	Lynn B. Robertson	803-790-6743
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Excellent	Excellent
2008	Good	Average
2007	Good	Average
2006	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

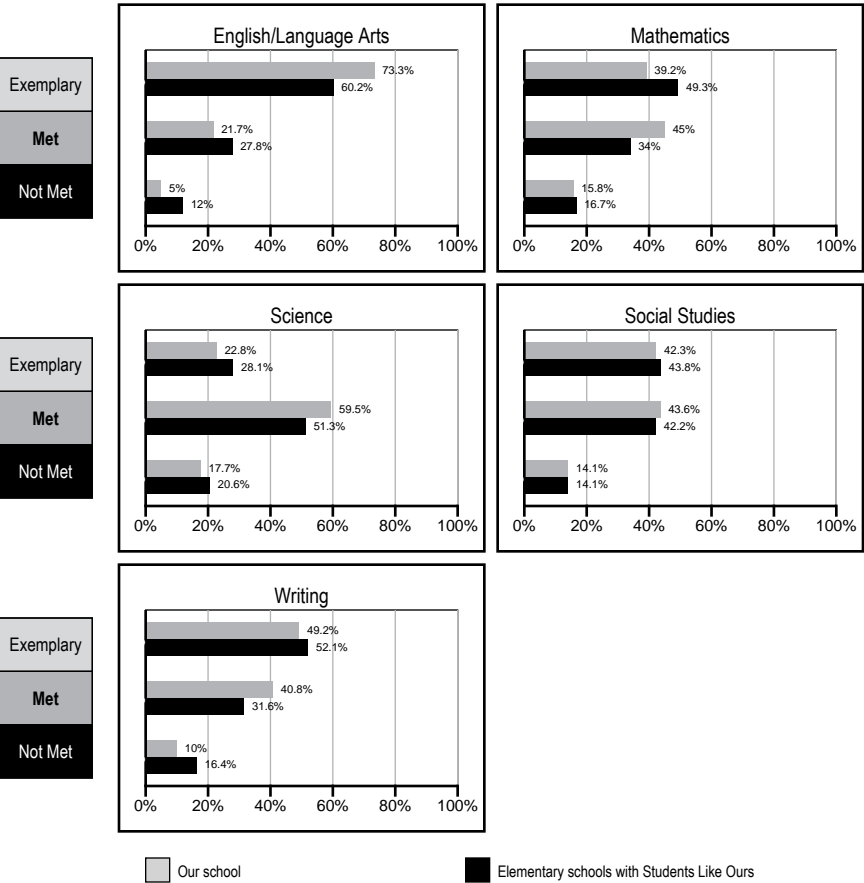
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
16	2	1	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**School Profile**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=321)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	No Change	0.5%	1.2%
Attendance rate	96.5%	Down from 96.9%	96.4%	96.1%
Eligible for gifted and talented	0.0%	No Change	26.5%	11.7%
With disabilities other than speech	5.6%	Up from 3.5%	5.5%	8.0%
Older than usual for grade	0.5%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=20)</b>				
Teachers with advanced degrees	85.0%	Up from 68.2%	63.0%	60.5%
Continuing contract teachers	95.0%	Up from 72.7%	90.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.5%	0.0%	0.0%
Teachers returning from previous year	94.3%	Up from 89.8%	89.2%	87.0%
Teacher attendance rate	95.2%	Down from 95.7%	95.5%	95.4%
Average teacher salary*	\$52,366	Up 1.6%	\$49,258	\$47,288
Professional development days/teacher	20.5 days	Up from 11.5 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 18.4 to 1	20.5 to 1	19.2 to 1
Prime instructional time	91.1%	Down from 91.8%	92.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,591	Down 2.8%	\$6,960	\$7,548
Percent of expenditures for instruction**	78.0%	Down from 79.7%	70.9%	68.7%
Percent of expenditures for teacher salaries**	74.2%	Down from 74.7%	68.8%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

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Report of Principal and School Improvement Council

Brockman, a Montessori School of Choice, celebrated ten years of excellence in Montessori education. School highlights include: being a Palmetto Gold recipient, meeting all indicators mandated by No Child Left Behind (AYP), being recognized as a School of Character at the state and national level, establishing a school wellness council, and providing childcare after school in the BEARS aftercare program. Service projects supported Harvest Hope Food Bank, St. Lawrence Place, Pennies for Peace, and Ronald McDonald House.

Brockman students continue to excel academically. More that 80 percent of the students in grades 3-5 scored "met" or "exceeded" on the PASS test. This exceeded student achievement goals in writing, ELA, math, science, and social studies. Fifty-five percent of the students in grades 4-5 qualified for the Duke TIP program. Students needing additional support received tutoring services in reading, writing, and/or math during the school day and in the afterschool tutorial program.

Literacy was the academic focus throughout the year. Brockman students read over 53,000 books during the school year and over 1200 letters were delivered through the Wee Deliver program. Seventeen volunteer reading tutors were trained and read with designated students weekly. Professional development activities enhanced teachers' instructional skills in the areas of reading and writing. A Birthday Book from the Principal, purchased by the PTO, was given to every student.

Integration of the arts into the curriculum continues to be an integral part of our school culture. Brockman continues to be an Arts in Basic Curriculum (ABC) advancement site sponsored by the SC Arts Commission. A music video featuring our school song, "All Around the Universe," composed by Ayala Kalus (mother of two second graders) was recorded by Brockman students. The Brockman Fine Arts Booster Club sponsored 20 classes in the After School Art Program each semester. Sixty percent of students in grades 1-5 participated in at least one of these classes. The upper elementary orchestra students received a rating of "Excellent" at the SC Music Educator Association's concert festival. One of our fifth graders' artwork was selected as the elementary artwork for the district's permanent art collection. Two classes, two staff members, and over 30 students were recognized as winners in the district's visual literacy initiatives this year.

All of Brockman's teachers are "Highly Qualified," as well as, being Montessori endorsed. Forty-two percent of the teachers are National Board certified. Five teachers presented at regional and state Montessori conferences and a lower elementary teacher presented a research project at the American Montessori Society's annual conference in Boston, Mass.

Parental and community support is a hallmark and continues to enhance and support the learning community. This year parents raised over \$50,000 to support the instructional program, the fine arts, improvements to the building and grounds, and school-wide initiatives.

Brockman continues to be committed to excellence, leaving NO CHILD BEHIND.

Jim Cumberland, SIC Chair

Lynn B. Robertson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	40	40
Percent satisfied with learning environment	100.0%	92.5%	100.0%
Percent satisfied with social and physical environment	100.0%	90.0%	100.0%
Percent satisfied with school-home relations	100.0%	95.0%	95.0%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	121	100	5	21.7	73.3	98.3	78.2	83.5	Yes	Yes
Gender										
Male	58	100	6.9	15.5	77.6	98.3	74.7	80.1	N/A	N/A
Female	63	100	3.2	27.4	69.4	98.4	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	100	100	4	19.2	76.8	98	93.3	89.6	Yes	Yes
African American	16	100	12.5	31.3	56.3	100	74.2	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.2	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	17	100	17.6	35.3	47.1	94.1	45.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	17	100	N/A	N/A	N/A	100	73.1	76.9	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	121	100	15.8	45	39.2	90	72	80.4	Yes	Yes
Gender										
Male	58	100	12.1	48.3	39.7	93.1	70.3	78.4	N/A	N/A
Female	63	100	19.4	41.9	38.7	87.1	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	100	100	12.1	44.4	43.4	92.9	90.2	87.8	Yes	Yes
African American	16	100	31.3	56.3	12.5	81.3	67	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.4	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	17	100	41.2	35.3	23.5	70.6	34.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	17	100	17.6	52.9	29.4	88.2	65.9	72.8	I/S	I/S

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	79	98.7	16.7	60.3	23.1	83.3	56.5	67.3
Gender								
Male	38	97.4	5.4	67.6	27	94.6	56.1	66.9
Female	41	100	26.8	53.7	19.5	73.2	56.8	67.7
Racial/Ethnic Group								
White	63	98.4	9.7	61.3	29	90.3	86.3	79.6
African American	12	100	N/A	N/A	N/A	50	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	12	91.7	18.2	63.6	18.2	81.8	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	62.7	58.6
Socio-Economic Status								
Subsidized meals	13	100	46.2	46.2	7.7	53.8	46.5	55.4

Social Studies

All Students	79	100	14.1	43.6	42.3	85.9	64	70.9
Gender								
Male	39	100	17.9	46.2	35.9	82.1	61.9	70.1
Female	40	100	10.3	41	48.7	89.7	66.1	71.7
Racial/Ethnic Group								
White	65	100	17.2	35.9	46.9	82.8	86.9	79.2
African American	12	100	N/A	N/A	N/A	100	57.7	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.1	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.2	68
Socio-Economic Status								
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	56.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	121	100	10	40.8	49.2	90	63.4	72.1	96.5	95.9
Gender										
Male	58	100	10.3	51.7	37.9	89.7	56.3	65.2	96.5	95.7
Female	63	100	9.7	30.6	59.7	90.3	70.4	79.2	96.4	96.1
Racial/Ethnic Group										
White	100	100	9.1	36.4	54.5	90.9	86.2	80.8	96.2	96
African American	16	100	6.3	75	18.8	93.8	57.3	59.7	97.5	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.1	87	97.8	96.2
Hispanic	4	I/S	I/S	I/S	I/S	I/S	62.9	64.6	96.5	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	95.6	93.4
Disability Status										
Disabled	17	100	35.3	41.2	23.5	64.7	21.1	27.7	96.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.7	63.7	95.2	96.3
Socio-Economic Status										
Subsidized meals	17	100	5.9	76.5	17.6	94.1	55.2	61.9	97.1	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	42	100	7.1	31	61.9	92.9
	4	43	100	11.6	34.9	53.5	88.4
	5	34	100	N/AV	N/AV	N/AV	100
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	44	100	2.3	16.3	81.4	97.7
	4	37	100	10.8	18.9	70.3	89.2
	5	40	100	2.5	30	67.5	97.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	42	100	33.3	35.7	31	66.7
	4	43	100	11.6	39.5	48.8	88.4
	5	34	100	5.9	26.5	67.6	94.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	44	100	27.9	55.8	16.3	72.1
	4	37	100	10.8	29.7	59.5	89.2
	5	40	100	7.5	47.5	45	92.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	21	100	42.9	38.1	19	57.1
	4	43	100	14	65.1	20.9	86
	5	17	100	N/AV	N/AV	N/AV	100
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	22	100	31.8	31.8	36.4	68.2
	4	37	100	13.5	73	13.5	86.5
	5	20	95	5.3	68.4	26.3	94.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	21	100	19	57.1	23.8	81
	4	43	100	14	55.8	30.2	86
	5	17	100	11.8	41.2	47.1	88.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	22	100	9.5	47.6	42.9	90.5
	4	37	100	5.4	48.6	45.9	94.6
	5	20	100	35	30	35	65
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	42	100	14.3	26.2	59.5	85.7
	4	43	100	16.3	44.2	39.5	83.7
	5	34	100	N/AV	N/AV	N/AV	100
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	44	100	11.6	44.2	44.2	88.4
	4	37	100	13.5	37.8	48.6	86.5
	5	40	100	5	40	55	95
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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